

Life in the Southern Colonies
Dramatic Story Telling

The Situation/Goal

Your group is in charge of presenting a dramatic retelling of stories teaching the listener about the way of life in the Southern Colonies. The goal of your presentation is to inform the rest of the class about life in the Southern Colonies.

Getting Ready

This is a group project with individual work that must be completed to achieve the group’s goal. You will find a list of tasks that must be completed and some room to add additional tasks as your group begins to figure out what needs to be done. Each person in the group must complete the tasks labeled “ALL.”

On your desks you will find colored cards with group roles on them. After a quick discussion, you may move seats and sit where the role fits the group member best. Some cards are blank. Your group may create new jobs as the project progresses. Write those new roles down using an overhead marker...in the red bin on the board.

The Project

Your group will learn about and discuss the ways of life and ideas/opinions in the Southern Colonies. Discuss how people made their living and how slavery fit into the southern economy. Your group will perform the dramatic retelling for the class. It may be live or recorded.

You must show evidence of gathering and organizing information from the text.

The Tasks


TASK	WHO	HOW
<input type="checkbox"/> Complete the gathering information chart on the back of this paper.	_____ ALL	_____ INDIVIDUALLY
<input type="checkbox"/> Discuss your findings and share information.	_____ ALL	_____ AS A GROUP
<input type="checkbox"/> Identify key ideas and issues that made the southern colonies unique.	_____ ALL	_____ INDIVIDUALLY
<input type="checkbox"/> Group members meet to discuss their ideas and how to best illustrate these ideas in drama.	_____ ALL	_____ AS A GROUP
<input type="checkbox"/> One group member acts as the recorder. Each member of the group must participate in putting together a descriptive list of the group’s ideas to include in the presentation.	_____ ALL	_____ AS A GROUP

Assign other tasks that will need to be completed by individuals in order to finish the project.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Life in the Southern Colonies

Who	What
Where	When
Why	How

		<i>Life in the Southern Colonies Dramatic Story Telling</i>					
		Poor/ Little Evidence of Achievement	Beginning	Developing	Proficient	Advanced	Distinguished
Information 	<p>Contains serious and persistent errors; is incoherent or underdeveloped.</p> <p>Information is poorly written, inaccurate, or incomplete.</p>	<p>Gives some relevant ideas, but they are unclear or barely developed; shows little sense of organization.</p> <p>Information could be better written and too much/not enough information is given.</p>	<p>Presents some relevant ideas fairly clearly and gives some support; shows some sense of organization.</p> <p>Information is mostly on topic and helps achieve the goal of the project.</p>	<p>Presents relevant ideas and develops them clearly and fairly well; is generally well-organized.</p> <p>Information is on topic and helps achieve the goal of the project.</p>	<p>Presents good ideas and develops them logically, fully and clearly; is very well-organized.</p> <p>Information is on topic and helps achieve the goal of the project.</p>	<p>Presents thoughtful ideas and develops them logically, fully and clearly; is very well-organized.</p> <p>Information is on topic and helps achieve the goal of the project.</p>	
Gathering Information	No evidence of gathering information is given.	Evidence of gathering information is given. Graphic organizer is used ineffectively or incorrectly.	Evidence of gathering information is given. Graphic organizer is used somewhat effectively and fairly correctly.	Evidence of gathering information is given. Graphic organizer is used effectively and correctly.	Evidence of gathering information is given. Graphic organizer is used effectively and correctly.	Evidence of gathering information is given. Graphic organizer is used effectively and correctly.	
Following Classroom Guidelines	Student not on task during work time. Disruptive of other students work and learning.	Student is often not on task, does not work very well with group and individual parts of the project, and causes disruptions.	Student is often on task, works fairly well with group and individual parts of the project, and causes few disruptions.	Student is on task most of the time, works well with group and individual parts of the project, and causes no disruptions.	Student is always on task, works well with group and individual parts of the project, and causes no disruptions.	Student is always on task, works very well with group and individual parts of the project, and causes no disruptions.	
Presentation	0	1	2	3	4	5	

Grade _____